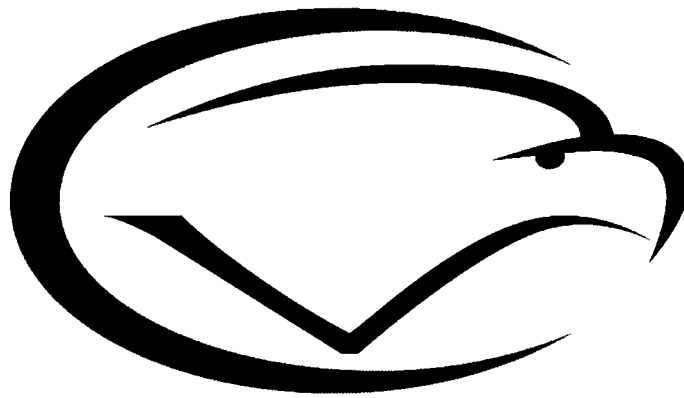


# Secondary Curriculum Maps



Cumberland Valley School District  
Soaring to Greatness, Committed to Excellence

Middle School Physical Education

# Middle School Physical Education

## 6th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
<b>10.3.6.D Analyze the role of individual responsibility for safety during physical activity.</b>	
<b>Taught in Unit(s)</b>	
All units throughout the year. Fitness, Adventure/Cooperative, Net Games, Innovative Games, Fielding and Striking Activities, Dance, Target Games and Invasion Games/Team Sports	
<b>Explanation/Example of Standard</b>	
Students will be able to participate safely in all physical education activities throughout the year.	
<b>Common Misconceptions</b>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
The choices we make will affect the safety of ourselves and others around us.	How do your choices, decisions and behavior affect the safety of you and others?
<b>Assessments</b>	
See unit maps for specific unit common assessment.	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
Students will know how individual behavior affect the safety of group activities. Students will understand the need for safe practices during activities. Students will understand how individual choices affect the safety of themselves and others around them.	Students will be able to apply safe practices during individual and group activities.  Students will be able to make safe choices and decisions during group and individual activities.

# Middle School Physical Education

## 6th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
<p><b>10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</b></p> <p><b>10.4.6.C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activities on the body systems.</b></p> <p><b>10.5.6.D Describe and apply the principles of exercise to the components of health related and skill related fitness.</b></p>	
<b>Taught in Unit(s)</b>	
Wellness/Fitness Unit, Dance Unit and Invasion Games/Team Sports Unit	
<b>Explanation/Example of Standard</b>	
Students need to engage in moderate to vigorous physical activity and understand how that impacts their overall mental, emotional and physical health.	
<b>Common Misconceptions</b>	
<p>All fitness activities affect the body in the same way.</p> <p>Intensity of exercise is not important as long as a person is active.</p> <p>A person's size determines if they are fit and healthy.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Physical activity is important to one's overall health and well being.</p> <p>Physical fitness impacts one's physical, social, mental and emotional health.</p>	<p>How can you improve your fitness level through sports and activities?</p> <p>How does physical activity enhance one's overall well being?</p> <p>How does the body respond to different levels of physical activity?</p> <p>How does the body respond to different types of physical activity/training?</p> <p>What are the important components of fitness that will enhance one's physical fitness and well being?</p> <p>How can students apply the principles of fitness to improve their fitness level/well being through sports and fitness activities?</p>
<b>Assessments</b>	
See unit maps for specific unit common assessment.	

# Middle School Physical Education

## 6th grade

<b>CV Priority Standard/PA Academic Standard</b>	
<b>10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.</b>	
<b>Taught in Unit(s)</b>	
Adventure/ Cooperatives and Team Building Unit	
<b>Explanation/Example of Standard</b>	
Students will engage in cooperative activities to experience the positive and negative interactions of group members.	
<b>Common Misconceptions</b>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Teamwork, cooperation and communication practiced during adventure based education, cooperative activities and game play are necessary skills throughout one's life.	How can you work with a group in positive ways during group activities?  How do you describe the various roles within a group and how can they be positive or negative?
<b>Assessments</b>	
See unit maps for specific unit common assessment.	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
Students will be able to identify and assess various roles during physical activities that support group interactions and enjoyment.  Students will be able to identify and describe the various positive and negative interactions that are exposed during group cooperative activities.	Students will be able to engage in various physical activities that support group interactions and enjoyment.  Students will be able to interact and cooperate with group members in positive ways during various group activities.  Students will be able to communicate effectively and clearly to teammates while trying to accomplish a task.

# Middle School Physical Education

## 6th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
<b>10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</b>	
<b>Taught in Unit(s)</b>	
Adventure/Cooperative Unit, Dance, Target Games, Fielding and Striking, Net Games	
<b>Explanation/Example of Standard</b>	
Students will be able to apply skills and concepts of movement to more advanced physical activities and sports. Students will be able to transfer the basic movement skills into more complex skills required for physical activities.	
<b>Common Misconceptions</b>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>The progression of movement will help the student to feel and understand why and how the body moves during practice, competition and fitness activities.</p> <p>Motor skill development concepts can be applied to a variety of basic motor skills.</p> <p>Basic movement skills and concepts combine to form movement sequences and advanced skills.</p>	<p>Why is developing appropriate motor skills important?</p> <p>How can development of motor skills improve student performance in a variety of activities?</p> <p>How do I use movement skills/concepts in game situations?</p> <p>How do I progress from basic movement skills to more advanced skills during a variety of activities?</p>
<b>Assessments</b>	
See unit maps for specific unit common assessment.	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<p>Students will be able to understand the relationship between practice and skill development.</p> <p>Students will be able to understand movement and skill development so they can apply in various activities.</p> <p>Students will be able to explain basic movement skills and concepts to create and perform movement sequences and advanced skills needed during various student created dance and innovative game activities.</p>	<p>Students will be able to apply movement skills, concepts and game strategies when participating in a variety of physical activities.</p> <p>Students will be able to demonstrate the relationship between practice and skill development.</p> <p>Students will be able to apply the basic movement skills and concepts to create and perform movement sequences and advanced skills during student designed dance and innovative game activities.</p>

# Middle School Physical Education

## 6th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
<b>10.5.6.F Identify and apply game strategies to basic games and physical activities.</b>	
<b>Taught in Unit(s)</b>	
Team Sports, Fielding and Striking, Innovative Games, Target Games, Net Games	
<b>Explanation/Example of Standard</b>	
Students will be able to apply game strategies to games and a variety of game activities.	
<b>Common Misconceptions</b>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Game strategies are used to be successful in games and physical activities.</p> <p>Students must use higher levels of thinking to apply game strategies during various activities in class.</p>	<p>How can you apply game strategies to basic games and activities?</p> <p>How can strategies affect the outcome of a game or activity?</p> <p>How does practice affect game strategies and skill development?</p>
<b>Assessments</b>	
See unit maps for specific unit common assessment.	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
Students will be able to understand game strategies that will help them be successful during various games/activities.	Students will be able to apply game strategies to basic games and physical activities .

# Middle School Physical Education

## 7th & 8th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
10.4.9.D Analyze factors that affect physical activity preferences of adolescents.	
<b>Taught in Unit(s)</b>	
7 <sup>th</sup> & 8 <sup>th</sup> Fitness & Wellness	
<b>Explanation/Example of the Standard</b>	
The students will illustrate their personal preferences of physical activities.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>● skill competence</li> <li>● social benefits</li> <li>● previous experience</li> <li>● activity confidence</li> </ul>	How can physical activity choices impact my life as an adolescent?
<b>Assessments</b>	
See unit maps for specific unit common assessments.	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
A variety of factors impact physical activity preferences during adolescence.	Evaluate physical activity preferences, responses of body's systems and activities that support lifelong fitness and activity goals.

**Middle School Physical Education**  
**7th & 8th Grade**

<b>CV Priority Standard/PA Academic Standard</b>	
10.5.9.A Describe and apply the components of skill-related fitness to movement performance.	
<b>Taught in Unit(s)</b>	
8 <sup>th</sup> Target Games , 7 <sup>th</sup> Striking & Fielding	
<b>Explanation/Example of the Standard</b>	
Students will demonstrate how skill related fitness components are essential to physical activities.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul>	How can you improve the quality of complex movements?
<b>Assessments</b>	
See unit maps for specific unit common assessments.	
<b>Concepts</b> <b>(what students need to know)</b>	<b>Skills</b> <b>(what students must be able to do)</b>
Skill-related fitness components enhance movement performance.	Apply skill-related fitness components and game strategies when participating in complex games and physical activities.



## Middle School Physical Education

### 7th & 8th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
10.5.9.B Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement	
<b>Taught in Unit(s)</b>	
7 <sup>th</sup> & 8 <sup>th</sup> Target Games	
<b>Explanation/Example of the Standard</b>	
Students will apply the practice strategies to their own stages of learning in different motor skills	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>• Cognitive stage: goal is to develop more consistency</li> <li>• Associative stage: goal is to become consistent coordinated</li> <li>• Automatic stage: goal is to consistently perform in dynamic situations</li> </ul>	<p>How can you improve the quality of complex movement?</p> <p>Describe how repetition/practice affect the outcome of a game or physical activity?</p>
<b>Assessments</b>	
See unit maps for specific unit common assessments.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
The students will know the breakdown of various skills using performance cues.	The students will perform skills starting with the basic breakdown of skills and then using cues to full skill performance

# Middle School Physical Education

## 7th & 8th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
10.5.9.C Identify and apply practice strategies for skill improvement.	
<b>Taught in Unit(s)</b>	
7 <sup>th</sup> & 8 <sup>th</sup> Net/Wall games	
<b>Explanation/Example of the Standard</b>	
The student will model a practice strategy used within a specific activity	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Improvement of self-paced skills <ul style="list-style-type: none"> <li>• Constant practice</li> <li>• Refine the skill with time</li> <li>• Increase the complexity of the skill</li> </ul>	<b>How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?</b>
<b>Assessments</b>	
See unit maps for specific unit common assessments.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Biomechanical principles affect the quality of complex movements.	Apply scientific principles and practice strategies to improve the quality of complex movements.

## Middle School Physical Education

### 7th & 8th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
10.5.9.D Identify and describe the principles of training using appropriate vocabulary.	
<b>Taught in Unit(s)</b>	
7 <sup>th</sup> & 8 <sup>th</sup> Weight Training	
<b>Explanation/Example of the Standard</b>	
The students will gain knowledge of exercise principles, training principles and health and skill-related fitness components.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>• <b>specificity</b></li> <li>• <b>overload</b></li> <li>• <b>progression</b></li> <li>• <b>aerobic/anaerobic</b></li> <li>• <b>circuit/interval</b></li> <li>• <b>repetition/set</b></li> </ul>	<p><b>What principles can be used to improve physical fitness?</b></p>
<b>Assessments</b>	
See unit maps for specific unit common assessments.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Training principles identified by specific vocabulary impact the effectiveness of a fitness program.	Describe, using appropriate vocabulary, and use training principles to improve physical fitness.

# Middle School Physical Education

## 7th & 8th Grade

<b>CV Priority Standard/PA Academic Standard</b>	
10.5.9.F Describe and apply game strategies to complex games and physical activities.	
<b>Taught in Unit(s)</b>	
7 <sup>th</sup> & 8 <sup>th</sup> Team Sports & 7 <sup>th</sup> Striking and Fielding	
<b>Explanation/Example of the Standard</b>	
Students will demonstrate basic game strategies while engaged in complex games and physical activities	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"><li>• <b>offensive strategies</b></li><li>• <b>defensive strategies</b></li><li>• <b>time management</b></li></ul>	<b>What types of strategies would you use to be successful in a complex game situation?</b>
<b>Assessments</b>	
See unit maps for specific unit common assessments.	
<b>Concepts</b> <b>(what students need to know)</b>	<b>Skills</b> <b>(what students must be able to do)</b>
Skill-related fitness components enhance movement performance.	Apply skill-related fitness components and game strategies when participating in complex games and physical activities.